Setting the Blocks: Assessing Student Information Literacy Readiness

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Today’s objectives:

- Reflect on student-centered practices in information literacy (IL) instruction
- Examine an instruction session based on assessing incoming student IL skills
- Discuss future opportunities using student-centered teaching and assessment
What is student-centered teaching?

Think/Pair/Share

- Take a moment to define what “student-centered teaching” means to you in IL instruction
- Turn to a neighbor and compare responses
- Groups share out!
Assessment Origins: Flipping the classroom

Image Courtesy of Auraria Library
Example Session Setting

- McKendree University
- ~2000 residential undergraduates, ~1000 graduate, doctoral, worldwide students
Assessment Initiative

- Partnered with English composition faculty
- Assessed incoming students’ information literacy readiness
- Targeted fall 2017 English Composition courses
ACRL Framework for Information Literacy

‘Authority Is Constructed and Contextual’

&

‘Scholarship as Conversation’
Instruction Session Roadmap

● 50 minute one-shot session

● Pairs/Small groups complete module

● Large group follow-up discussion

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English 111, incoming new student population

Topic: Setting the Blocks: Assessing Students’ Information Literacy Readiness

Objectives:
- Students will demonstrate prior knowledge of information literacy exposure through source analysis and comparison.
- Students will explore the concepts of authority and scholarship through small and large group discussion and brainstorming.

Materials:
- Projector/Computer station with internet access
- Computer lab/stations for student pairs or small groups to complete module
- Whiteboard and markers (for any notetaking during group discussion)

Activities:
(5 minutes) Opening
- Librarian and professor introductions, followed by a brief discussion giving an overview of the instructional session’s goals and student objectives.

(30 minutes) Online Article Analysis Module http://bit.ly/McK_Carli
- Preface the activity by explaining to students that the library and English composition faculty want to better understand what skills students bring with them to college. Demonstrate how to open the articles in a new tab while filling out the google form alongside. Remind students to use their prior knowledge and not knowing is okay! Students work together in pairs or small groups to analyze two different articles and complete the google form. (Circulate to

Sample Session Participants

- Eleven English 111 IL sessions
- One English 112 Honors course (primarily first-year students)
- 182 total students
  - 94 total responses from pairs/small groups
Sample Findings: Strength

Title & Publication Source (Rubric items 1 and 3):
Sample Findings: Opportunity

Writing Style (Rubric item 7):

- Exemplary 2: 8.5%
- Satisfactory 1: 27.7%
- Unsatisfactory 0: 63.8%
Pros and Cons

+ Free*
+ Fairly intuitive
+ Pleasing interface/themes

- Minimal analytical functions
- Personal vs. professional accounts
- Technology-reliant
Sample Session: Next Steps

- Shared results in spring ENG 112 library instruction sessions
- Gather Fall 2018 student data
- Inform future academic writing coursework
Future Directions and Opportunities

Discuss:

● How might assessment play a role in your IL instruction?
   ○ Does it match our idea of student-centered teaching?

● Potential obstacles?
Questions?

Links for sharing:

- Lesson Plan

- Assessment Module

- Rubric

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